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ABSTRACT

Revenue for education from public sources has been decreasing since the beginning of the 1980's. The federal government, state governments, government-sponsored task forces, and private associations have simultaneously urged the private sector to increase its contributions to public education. The two most common sources of such support are: (1) local, state, and national educational foundations, usually formed to provide grants financing programs not and (2) underwritten by public funds partnerships between businesses and schools or educational systems, often involving the provision of services, equipment, or benefits in kind. The benefits available to schools, businesses, and the community through such private sector involvement are virtually unlimited, but some limitations exist: private efforts cannot replace public funding, long-term commitments are rare, not all efforts are successful, strings may be attached to some gifts, and equalization efforts may be affected. Districts interested in setting up cooperative programs should survey those operating in other districts; seek assistance from state, regional, or federal agencies; make sure top district administrators are involved; and ensure clear structuring of the programs. Concluding recommendations concern alternative private funding sources, the role of state education departments, further research efforts, and specific actions that should be taken in Illinois. (PGD)

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PRIVATE SECTOR SUPPORT OF K-12 EDUCATION: A REVIEW OF SELECTED PROGRAMS IN SEVENTEEN STATES AND RECOMMENDATIONS FOR ILLINOIS

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Abstract

This study summarizes the reports of selected private sector-public school cooperative programs in 17 states. There has been a tremendous growth of such programs especially since the beginning of this decade, in response to the decline in public funding and to the call for "excellence in education." These programs are characterized by diversity in all dimensions—in their rate of growth, degree of involvement and organizational arrangement. The most common categories seem to be educational foundations and partnerships. Although the private sector is estimated to contribute less than one half of one percent of the operating expenditure of public schools, there are a host of other benefits that schools enjoy that are not measurable in terms of dollars, that make these programs worth pursuing. Recommendations are made for Illinois at a cost of 10 million dollars in new state revenue.

I. THE GROWTH OF PRIVATE SECTOR INVOLVEMENT IN PUBLIC EDUCATION

More than 90 percent[1] of private support for education today goes to higher education. But this ratio is not likely to remain so because, since the beginning of the 1980s, the private sector is increasing its support, both in cash and in kind, to elementary and secondary schools. In the past, agencies monitoring educational statistics have not bothered to include private contributions in their tabulations, either because such contributions were considered too insignificant or because of the difficulty of accounting for gifts in kind or services. But at the present rate of increase of private support, one should no longer ignore this growing source of aid.

With the decrease in revenues for education from public sources, school districts have had to look to other sources for funding, and they have found some consolation from the private sector. For the school year ending 1979,[2] public schools in the nation received $8.2 billion from the federal government, $41.1 billion from state governments, and $38.1 billion from local governments, making a total of $87.4 billion. But for the school year ending 1981, public schools received only $81.9 billion. Of this, $6.9 billion was from the federal government, $40.0 billion was from the state governments, and $35.0 billion was from local governments. Public funding for education had dropped by $5.5 billion in two years, while costs had been on the rise. There was clearly a vacuum to be filled. While the private sector may not have exactly filled this void in terms of dollars, it has undoubtedly responded with increased efforts.

Policies of the present federal administration have had an impact on the financial woes of education. While proclaiming that "America's future is dependent on her education system,"[3] the President has been most tightfisted when it comes to funding for education. Federal funding for public schools has been declining each year from 1979 through 1984, both in actual amounts and as a percentage of total public expenditure of public schools. Public schools received $8.2 billion (9.3 percent of total revenues) from the federal government in 1979, whereas in 1984, they received $5.7 billion (6.4 percent of total revenues).[4] Meanwhile, the President has commended the public schools to the private sector, and declared the 1983-84 school year the National Year of Partnerships in Education.

In the fall of 1982, the Task Force on Education for Economic Growth was organized. Membership of the Task Force included governors, state legislators, business and labor leaders, and science and education leaders. One of the recommendations of the Task Force was that each corporate and business leader in the nation help to improve the schools and support public education. And in August 1984, Congress passed Public Law 98-377. Title III of this act may be cited as the "Partnership in Education for Mathematics, Science, and Engineering Act." One of the purposes of this act is to encourage partnerships in education between the business community and schools. With the pressure for the involvement of the private sector in the public schools coming from various directions, it is not surprising that partnerships have increased tremendously.

While private sector-public school cooperation may have had a significant growth in the 1980s, such cooperative ventures are by no means new. The National Association for Industry-Education Cooperation (NAIEC)[5] has helped to bring industry and the schools together to improve the quality of education since 1964. The National School Volunteer Program (NSVP)[6] has provided leadership for thousands of school volunteers since 1956. These organizations, among many others which have been in existence for many years, have not only increased the scope of their activities, but have been joined by newer organizations in their mission to involve the private sector for the good of public education.

II. SOME INITIATIVES: EDUCATION FOUNDATIONS AND PARTNERSHIPS

Education foundations and partnerships are the two most common categories of private support for schools. While education foundations generally provide schools with financial support, business partnerships supply a variety of benefits, from tutoring and job training to gifts of equipment and outright financial grants. There are also some organizations, such as the Boston Compact,[7] providing the benefits of both a foundation and a business partnership.

Education Foundations

Education foundations are private entities formed with the purpose of providing extra revenue for public schools. Education foundations differ from other foundations in that they are established primarily for the support of education. Funds are generally derived from contributions of private corporations, philanthropic organizations and individuals. Although the funds are modest compared to school operating budgets, foundations provide funds for programs which would otherwise have to be shelved owing to financial crunch.

Education foundations provide support for various types of research and innovative programs. They are generally governed by boards of directors whose members include business, industrial, professional, labor and educational leaders, with the day-to-day affairs being managed by a small professional staff. Education foundations may be organized on a local, state or national scale. The mechanics of education foundations are best seen through examples, described below.

Education Foundations Organized on a Local Scale. The local education foundation provides benefits for a particular local district. One such foundation is the San Francisco Education Fund, established in 1979. Its goal is to "help improve public education by raising money and allocating it for worthwhile projects in the San Francisco public schools."[8] Funds are given selectively to high-priority school programs for which federal or state funding is not available.

Proposals are accepted from teachers, administrators, parents and students. In the last four years, the Fund has allocated more than $1.1 million for 400 school projects in 96 of the city's 106 public schools.

While most grants are for $3,000 or less, they enable dedicated teachers and students to pursue projects which would otherwise be impossible because of financial constraints.

Education Foundations Organized on a State Level. A good example of a statewide public education fund is the West Virginia Education Fund, established in July 1983. It boasts of being the nation's first state-wide education foundation and was "chartered to employ private sector resources to encourage excellence and innovation in West Virginia public schools."[9] This foundation was created entirely through the efforts of the private sector, and it is sustained by contributions from private and corporate foundations.

This foundation's initial program was a "minigrant" project designed to support teachers' innovative ideas that benefit students, but for which no public funds are available. Through this "minigrant" program, 132 teachers were awarded a total of over $33,000 during the 1983-84 school year. A second major program of the West Virginia Education Fund is Partnership in Education. This program has just been launched and has already resulted in the establishment of several school-business partnerships.

Education Foundations Organized on a National Level. On the national level, a good example to examine would be the Public Education Fund.[10] Headquartered in Pittsburgh, Pennsylvania, this nonprofit, tax-exempt foundation was established in February 1983. The Public Education Fund was set up to assist in creating and strengthening private sector-public school collaborations in urban areas across the country. It provides technical and financial assistance to qualifying local education foundations devoted to improving the quality of public education. Priority is given to requests from urban areas whose school districts have a large population of low-income and minority students. It will, however, not assist organizations that aim to raise monies for the general operating expenses or to replace diminished public funds of a school district.

The Public Education Fund is itself supported by contributions from various national donors. Grants of varying amounts have been awarded to different organizations by this foundation. In March 1984, the Public Education Fund awarded a partnership program in Illinois a grant of $15,000. At the same time, it also committed $200,000 to a California organization for a three-year grant to support a resource development program.

Partnerships

Partnerships are undoubtedly more numerous than education foundations. There are no limits to the geographic range of such programs and they are largely grassroots developments, resulting from the cooperative efforts of local school, corporate and community people. All parties in a partnership share a common goal to improve the quality of public education.

Businesses and schools are involved in partnerships through a combination of organizational arrangements and a variety of activities. Partnerships may be found anywhere in any form or size. The California Roundtable,[11] in an attempt to classify more than 600 business and community programs in support of education in California, came up with approximately 20 categories.

Partnership programs have been known by various names, such as "partners in education," "employee volunteers," and perhaps the most common of all, "adopt-a-school." Some program names reflect the nature of the program, e.g., "Partners in English" and "Summer Employment." Other program names that are more generic in nature, e.g., "adopt-a-school," often indicate that a wider scope of activities is involved in the partnership.

There is an endless list of what schools derive from such partnerships. Among the more common benefits schools receive are: gifts of equipment, volunteer tutors, summer jobs for students and teachers, scholarships and awards for students, and on-the-job training for students. Unlike education foundations which generally provide grants to schools, partnerships generally offer schools benefits in kind or service. However, outright financial grants to schools from partnerships are not altogether rare.

Since partnerships are the result of local efforts, their growth in the school districts of the nation have been anything but uniform. Some schools receive absolutely nothing from partnership programs while other schools have been adoptees to a number of corporations. Memphis City Schools[12] in Tennessee have 170 adoptions in a system of 154 schools. Thus a few schools have more than one adoptor. Approximately 1050 businesses have adopted virtually all of the more than 200 public schools in the Dallas Independent School District.[13] The seven elementary schools in the Fayette County School System[14] in Tennessee each have from one to three adoptors. Regardless of the size of school districts, partnerships can flourish if there is the desire for cooperation between schools and members of the business community.

Each partnership will inevitably be different from another. Each partnership formed is based upon the unique set of needs of the adoptee and the availability of the resources of the adoptor. Businesses which are currently adoptors run the gamut in size and type—from one-man firms to corporations employing thousands of employees; from professional baseball clubs to high tech companies. Generally, schools do not set any minimum levels of participation or have any preconceived expectations from businesses. Such attitudes are important so that businesses will not be intimidated by fear of inadequacy and schools will not be disappointed for expecting too much of any partnership.

Finally, there are also organizations that may not want to be "tied down" to any one school district or anything resembling a long-term contract. These are often the very large corporations that have the capacity and generosity (and perhaps some vested interests) to make donations of their products to many schools. One computer manufacturer has donated thousands of personal computers to public elementary and secondary schools all over the nation. An automobile manufacturing company provides high schools with new automotive engines, transmissions and other parts, tools and training manuals to help train students. While such relationships may lack the personal element present in volunteer-tutor or job-training programs, it will definitely not hurt schools to be on the receiving end of such relationships.

III. SOME EFFECTS OF PRIVATE SECTOR-PUBLIC SCHOOL COOPERATION

Private Sector-Public School cooperation has something for everyone—schools as well as businesses, big or small. There is a seemingly unlimited potential for interaction and growth. This section lists some of the results of the cooperative efforts of the private sector and the public schools. One problem encountered here is that the list of partnership activities is virtually endless. Also, there is no common denominator for measuring these activities. Some benefits are measurable in terms of dollars, while others are not. Hence, the following are just a selection of the benefits listed in the reports of some private-public cooperative programs to give the reader an idea of what has been done through some private sector-public school cooperative programs.

Benefits Received by Schools

- A school district received donations of all sorts of material and equipment, from paper and pencils to popcorn machines and microcomputers.
- Company volunteers tutor in all areas of the curriculum and at all levels, including the learning disabled.
- Summer remediation programs have been made possible through grants from businesses.
- One private-public cooperative program received $1.5 million from a commercial bank to endow a plan for excellence, to give grants to teachers and school-generated ideas. This same program also received a grant of $300,000 from another bank to assist in the professional development of teachers.
- A school district estimated that for the 1983-84 school year, cash contributions, materials and volunteer services given to the schools were valued at over $6 million.
- Students benefit from job training programs and in many instances have been able to "shadow" employees on the job.
- Partnership job placement facilities and career awareness presentations have helped students find part-time jobs, summer jobs, and careers.
- Teachers have been able to attend institutes in mathematics and science in specially designed summer classes.
- Teachers have obtained summer jobs through partnerships.

The list goes on and on. The benefits listed above are just a very small selection of the overall benefits that schools receive.

The effects of the benefits in terms of a better education system are indeed difficult to assess. However, some school districts have listed a number of improvements in their systems, attributing these improvements to the contributions of partnerships and foundations. In Boston, student academic achievement improved at all grade levels in all the schools. The average percentile gain between 1983 and 1984 was 7 points in reading and 11 points in mathematics, measured by a nationally standardized examination. Progress has been made in attendance as well as in the dropout rate. The average daily attendance in high schools was 83.3 percent in 1983-84, up from 80.7 percent in 1982-83. While 14.5 percent of Boston's high school students quit school in 1983-84, 15.4 percent quit school in 1982-83. The superintendent asserted that "students' attendance and motivation has been improved at the high school level by the very direct incentives to stay in school and perform well provided by the Boston Compact."[15]

Benefits Received by Businesses

- A good education system produces a good work force, which benefits the employers.
- Partnerships foster good public relations for businesses, yielding future employees and potential customers.
- Partnerships help enhance corporate image.
- Partnerships increase employee morale. Little things that students do, such as recognizing volunteers by remembering their birthdays, could go a long way to build employee morale.
- Schools provide English lessons for company employees for whom English is not their native tongue.
- Schools provide room for meetings, or complimentary passes to athletic events.
- Students provide music and entertainment at the company for special events.
- Businesses enjoy certain tax benefits by helping schools.

Indeed, businesses do get returns from partnerships. In a study recently released by the Carnegie Foundation for the Advancement of Teaching,[16] it was reported that big business spends up to $100 billion a year to teach workers in corporate classrooms. The study charges that the main reason corporations are spending so much to train their employees is that schools, from kindergarten to college, too often produce workers who lack basic communication and problem-solving skills. It follows then that corporations would be beneficiaries when the schools do better, and produce better educated graduates. They really do have vested interests in the well-being of schools. Besides, corporate people are in fact helping their own children when they help schools.

Partnership programs have also had ramifications on company policies in a few areas. These may include released time for employees to do volunteer work in schools or allocation of time for student group tours in the plant. Many corporations have also made provisions to match employee contributions to schools. Corporations, especially in roundtables, have also been involved in rallying support for legislation for better educational programs.

The Whole Community Benefits

Partnerships between the private sector and public schools seem to have resulted in benefits for everyone, as seen in the preceding paragraphs. Many partnership programs stress the mutuality in the benefits for all partners. As schools report the increase in achievement scores and attendance rate while delinquency and dropout rates fall, the whole community is the better for it. And as businesses hire better educated and skilled workers, and productivity increases, again the community as a whole stands to gain. Partnerships foster more interaction and better understanding between schools and the business community, thus building solidarity in the community.

The private-public programs reviewed in this study are all viable and thriving. These programs report only very positive results. No mention was made of negative experiences. However, educationists cannot remain complacent with the present set-up of private-public collaborations as there are a few concerns that have to be addressed.

Some Concerns

Regardless of how promising private sector-public school collaborations appear to be, the actual contribution of the private sector, relative to public school expenditure, is exceedingly small. Total corporate and business contributions to elementary and secondary schools in the nation are estimated to be just over $50 million a year.[17] This amounts to less than half of one percent of public school expenditures. Educational leaders hoping to replace government money are in for a disappointment if they expect too much from the private sector.

The fact that partnerships are sometimes project-based has also raised some questions. Project-based programs mean that activities are short-termed in duration and episodic in nature. One-time donations, especially of nondurable goods, could leave school programs hanging in the air when the supplies are exhausted. Long-term commitments are necessary if there is to be an element of stability in school programs.

While it is not the author's intention to discourage schools from seeking private assistance, schools should be wary of the possibility of over-investing in ventures that could produce disappointing returns. Unlike the successful projects, those that have failed are seldom mentioned and get little publicity.

There are also concerns about schools having to pay a price for the benefits from the private sector. Too often, there may be strings attached to gifts received. Partnerships could lead to undesirable involvement of

businesses in the governance of schools, either formally or informally. There are also questions as to whether the directors of education foundations will usurp the policy-setting function of elected school boards, and whether they will erode general support for education.

Finally, Caldwell (1983)[18] raises the much debated issue of equity. Business contributions to schools, whether in cash, kind or services, may well be likened to a kind of school funding. As such, private sources of funds could very well be a factor affecting the equalization of educational opportunities. On the one hand, inequities may result when some schools, by virtue of their location and reputation, get much corporate support, leaving the lesser known schools in economically depressed districts out in the cold. After all, businesses are free to choose their beneficiaries. And very likely, it is the richer and better organized school that often has the personnel and the proper contacts to get corporate support.

On the other hand, a move in the direction of equity is possible if there are provisions in programs for aiding those in most need. One example is the Public Education Fund, mentioned earlier, which gives funding priority to requests from urban areas whose school districts have a significant population of low-income and minority students. The effect of private contribution to public education can therefore be either negative or positive relative to equity. As it stands now, it is up to businesses to guard against building excellence at the expense of equity.

IV. SETTING UP A NEW PROGRAM

One of the best, and most obvious, ways to begin may be to make a survey of the programs that have been successfully launched in other school districts. Most of these districts are proud of their achievements and are generally willing to help by sharing information and experiences. Many of the larger districts have set up special offices with a professional staff. Their activities are well documented, listing the "do's" and "don'ts" in a partnership, in addition to their achievements. A how-to-do-it manual is often included in their information package.

School districts should also explore their respective states for statewide or regional organizations that provide support for private-public collaborations. In a number of states, such as in California and Washington, business roundtables, consisting of the chief executive officers of a large number of the state's major corporations, are excellent sources of information and assistance. Private education foundations may also be found in some states. The West Virginia Education Fund, mentioned earlier, provides assistance to school districts in launching adopt-a-school programs. There are also a number of recently established private companies which, for a fee, will help school districts set up education foundations and partnership programs.

State Departments of Education should not be overlooked. Many of these departments have been active in supporting private-public collaborations. Alabama has an Industry-Education Director in its state department to further

cooperation between industry and schools. The Massachusetts State Department of Education through its Office of Community Education of the Bureau of Student, Community and Adult Services, also provides much assistance to its local districts. It has published a manual, "Creating School-Business Partnerships," and co-sponsored five regional conferences on business and education partnership.

There are also a number of national organizations that offer help to establish private-public collaborations. One good source of help to local districts intending to establish education foundations is the Public Education Fund, mentioned earlier. This foundation offers technical as well as financial assistance to qualifying organizations. Also mentioned earlier is the National Association for Industry-Education Cooperation. This national nonprofit organization will provide assistance in the establishment of local or statewide industry-education councils, in addition to a host of other services offered. Most of these national organizations also conduct or sponsor workshops, seminars, institutes and regional conferences on private-public collaborations.

The initiatives for establishing partnerships can come from either partner, but is more likely to come from educational leaders. For any partnership to be successful, support must come from the top leaders in each organization—superintendents and chief executive officers or their representatives. This is essential because partners at a meeting should be aware of what commitments are being made and have the authority to make them.

It is important that school leaders set up certain structures to ensure a more stable relationship. Goals, both long and short term, should be identified from the earliest stages of a partnership, and there should be clearly defined roles and responsibilities. These provisions are important to avoid any misunderstandings and disappointments.

V. CONCLUSIONS

There is no question that public schools do gain from private-public collaborations. The question raised is whether these programs are worth it all. The authors are of the opinion that they are, as evidenced by the numerous positive reports of such programs.

Various school districts have reported their estimates of what they have received from private contribution in terms of dollars. One put the figure at $4 million, while another reported a gain of $6 million. These two districts have highly successful operations, whereas most other districts would report much lower figures. It must, however, be noted that these are, at best, estimates. Mentioned earlier was the fact that private sector contributions to public schools each year are estimated to be equal to less than one half of one percent of public school revenues. Regardless of the sum, private contribution to public education should not be taken lightly and dismissed too easily. At the present time when most schools are experiencing financial setbacks, every penny that education receives does count.

More importantly, much is gained from the private sector that just cannot be measured in terms of dollars. How does one measure the positive effects on schools that partnerships bring? For example, what dollar values can one place on the increase in achievement scores and attendance and teacher morale? How much is the fall in dropout rate and delinquency worth to the community? One may be able to fix a value on the services of a volunteer tutor by the number of hours that he/she tutored. But how does one account for his/her influence as a role model, and the kind of expertise and experience that he/she brings into the classroom? Surely, there are more to the benefits that schools receive from the private sector than just what could be measured in dollars.

One other benefit that has great potential for schools is in the political dimension. How much money is appropriated for public schools is decided by the legislative and executive offices of government. School boards, administrators and teachers could use some support from the private sector. The chief executive officers of major corporations do carry some political clout. The California Roundtable played an active role in helping to pass a major reform act, SB 813, and is continuing to support and encourage additional legislation for the improvement of education. The Washington Roundtable[19] was formed in November 1983. One year later, its Study Committee in Education had come up with a number of specific recommendations to the legislature for the improvement of public education. Obviously, education would gain much by having such allies.

Indeed, the private sector has done much for many school districts and has the potential for more impact in the future. While it may be safely assumed that schools will always be dependent on public funds as the main source of revenue, private contributions could often be more than mere icing on the cake.

VI. RECOMMENDATIONS

Other Sources of Private Support

Education foundations and partnerships are not the only sources of private support. In a study of 59 school districts across the nation, Meno (1984) listed three groups of activities: (1) Donation activities—activities of education foundations and partnerships (discussed in this study); (2) Enterprise activities—selling and leasing of services and facilities; and (3) Shared or cooperative activities—pooling of functions with other organizations to reduce costs. He calls these activities "Non-Traditional Financing Methods"(NTFM) and contends that "an organized effort to implement NTFM's could potentially result in a 9 percent positive budget impact by a district that is not presently employing any NTFM activity."[20] Assuming that Meno's contention is correct, it means that schools could receive from NTFM activities more than what they obtain from federal funding each year. If so, the potentials of the other NTFM's may be worth examining.

A Role for the State Departments of Education

State departments should have a role in this growing involvement of the private sector in public education. First of all, state departments should provide the leadership and the stimulus needed to encourage the growth of more cooperative ventures between the private sector and schools. Next, they should know the extent of private sector involvement in public schools. Although not necessarily regulating the private-public collaborations, the state departments should have the responsibility of monitoring them. The creation of a department dealing with private-public collaborations within state departments would be a step in the right direction for states that have not already done so.

For Illinois

There is much room for the improvement of private sector-public school cooperative programs in Illinois. While education foundations and partnerships may exist in some cities such as Springfield and Chicago, more effort is needed in order to attain the maximum benefits of such collaborative programs. In particular, Illinois lacks a coordinated effort on a statewide scale, both on the part of the private sector as well as the public sector. Perhaps there is a role for greater private-public collaboration in the Governor's recently announced plans to "Build Illinois." The Governor's aims to improve the business climate in the state and his efforts to woo industry to Illinois spells out a great potential for more private-public collaborations.

With the various commissions introducing their respective educational reform packages, Illinois appears to be on the threshold of major reforms. It would indeed be sad if these reforms do not include a more meaningful role for the private sector. Among the various reform projects unveiled thus far, the Illinois Project for School Reform[21] should be singled out and commended for giving the most indepth consideration to the development of private-public collaborative programs. The authors support many of the private sector recommendations of this commission, especially that for the creation of an education-business department within the Office of the State Board of Education. While the Illinois Project for School Reform suggests that there would be no additional cost for the private sector recommendations proposed, the authors feel that there is a need for the provision of some "seed money" to give the program a good start, and that the state should assume such a responsibility. There are clear indications that many of the major corporations in Illinois have fared badly in the recent economic recession, so the state should take on a more active role to recruit the support of the private sector.

It is therefore recommended:

- that the General Assembly enact legislation to set up a fund of 10 million dollars to be used to help create new private-public collaborative programs and to strengthen existing ones;
- that this fund be administered by the proposed education-business department within the Office of the State Board of Education;

- that in the distribution of the money, priority be given to those districts with a high percentage of low income and high unemployment population;

- that local school districts should make every effort to develop their own private-public programs;

- that the business community assume a more conspicuous role on a state-wide basis, perhaps following the models of the business roundtables that have been so effective in other states, to identify ways to help schools attain excellence in education.

More Studies

Finally, it is recommended that more studies be conducted:

- to identify a more systematic and reliable method of measuring private contribution to public schools;

- to examine what effects private contribution to public schools have on equity;

- to identify the factors responsible for private-public collaborative programs achieving maximum benefits;

- to examine the possible need for a revision of educational administration programs to help administrators deal more effectively with the growth in the private sector involvement in public schools;

- to discover if there is a role for the increasingly growing number of retirees in the private sector-public school collaborative programs.

Notes and References

[1]The Nation Responds (Washington, D.C.: United States Department of Education, 1984), p. 210.

[2]Figures in this paragraph are from Action in the States (Denver, CO: Education Commission of the States, 1984).

[3]See Partnerships in Education (Pittsburgh, PA: Allegheny Conference on Community Development, Greater Pittsburgh Chamber of Commerce and Pittsburgh Board of Education, 1982-83).

[4]Action in the States, 1984, p. 19.

[5]National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226.

[6]National School Volunteer Program, Suite 320, 710 N. Fairfax Street, Alexandria, VA 22314.

[7]The Boston Compact, c/o the Boston Private Industry Council, Inc., 110 Tremont Street, Boston, MA 02108.

[8]The San Francisco Education Fund 1982-83 Annual Grants Report (San Francisco, CA: The San Francisco Education Fund, 1983), p. 3.

[9]West Virginia Education Fund 1983-84 Annual Report (Charleston, WV: West Virginia Education Fund, 1984), p. 2.

[10]The Public Education Fund, 600 Grant Street, Pittsburgh, PA 15219.

[11]The California Roundtable, Room 1942, 575 Market Street, San Francisco, CA 94105-2856.

[12]Memphis City Schools, Adopt-A-School Program, Room 261, 2597 Avery Avenue, Memphis, TN 38112.

[13]Dallas Independent School District, Adopt-A-School Program, 1507 Pacific Avenue, Dallas, TX 75201.

[14]Fayette County School System, Adopt-A-School Program, Somerville, TN 38068.

[15]Quote was taken from a report "Update on the Boston Compact," issued by the Boston Private Industry Council, Inc., in August 1984. Refer to note 7 for address.

[16]Nell Eurich, Corporate Classrooms: The Learning Business (New York: The Carnegie Foundation for the Advancement of Teaching, 1985).

[17]Action in the States, 1984, p. 15.

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[19]Washington Roundtable, 808 Skinner Building, Seattle, WA 98101.

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